

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <http://www.rep.dpi.state.nc.us/app/dstplan>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these formula cells are locked as well as the title

cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered, the rows are able to be stretched if the current row height of the cell is not sufficient.

To save the Excel file as a PDF, select File, Save As, and select PDF under Save as Type.

To save the entire Workbook as a PDF, use the Options button to select Publish What > Entire Workbook.

District Name:	School Name:	School Code:	Year:																																																																										
Buncombe County Schools	Johnston Elementary School	372	2015-2016																																																																										
Principal Name (or Designee)	Charlotte Hipps	Principal Name (or Designee) Email	charlotte.hipps@bcsemail.org																																																																										
School Mission	Johnston Elementary School's mission is to prepare all students for college and career readiness by providing a safe and culturally diverse learning environment that fosters high expectations.																																																																												
School Vision	Johnston Elementary School: developing productive members of a diverse society. Johnston's Belief Statements 1. Each student is a valued individual with unique and diverse needs. 2. Learning is achieved through a collaborative effort of our students, teachers, parents, and community resources. 3. Diversity is a strength that prepares us for a global society. 4. Curriculum and instructional practices are data driven and accommodate different learning styles to meet high expectations. 5. Students need to be engaged in their own learning in a supportive and safe environment. 6. Healthy students are most likely to be successful. 7. Our staff must continually strive to develop their professional practice in order to provide high quality instruction and support																																																																												
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)																																																																													
Total Student Populations 2014-2015 <table> <tr> <td>Total Student Population</td> <td>Total #</td> </tr> <tr> <td>Kindergarten Students</td> <td>68</td> </tr> <tr> <td>1st Grade Students</td> <td>75</td> </tr> <tr> <td>2nd Grade Students</td> <td>63</td> </tr> <tr> <td>3rd Grade Students</td> <td>54</td> </tr> <tr> <td>4th Grade Students</td> <td>56</td> </tr> <tr> <td>Total Students</td> <td>316</td> </tr> </table> Total Student Population by Ethnicity <table> <tr> <td>Overall Ethnicity:</td> <td>2012-13</td> <td>2013-14</td> <td>2014-15</td> </tr> <tr> <td>African American</td> <td>17.27%</td> <td>20.44%</td> <td>19.87%</td> </tr> <tr> <td>American Indian</td> <td>0.61%</td> <td>0.94%</td> <td>0.95%</td> </tr> <tr> <td>Asian</td> <td>1.82%</td> <td>1.26%</td> <td>1.58%</td> </tr> <tr> <td>Caucasian</td> <td>42.73%</td> <td>38.05%</td> <td>35.33%</td> </tr> <tr> <td>Hispanic</td> <td>25.76%</td> <td>26.10%</td> <td>28.39%</td> </tr> <tr> <td>Multi-Racial</td> <td>8.79%</td> <td>6.60%</td> <td>5.99%</td> </tr> <tr> <td>Pacific Islander</td> <td>3.03%</td> <td>6.60%</td> <td>7.89%</td> </tr> <tr> <td>Minority total</td> <td>57.27%</td> <td>61.95%</td> <td>64.67%</td> </tr> </table> 2013-2014 Free and Reduced Lunch: 89.03 % 2014-2015- Free & Reduced Lunch: NA due to 100% participation grant <table> <tr> <td>Overall Attendance:</td> <td>2012-13</td> <td>2013-14</td> <td>2014-15</td> </tr> <tr> <td>Kindergarten</td> <td>94.29%</td> <td>93.90%</td> <td>94.03%</td> </tr> <tr> <td>First grade</td> <td>95.71%</td> <td>95.65%</td> <td>94.74%</td> </tr> <tr> <td>Second grade</td> <td>95.45%</td> <td>96.72%</td> <td>95.08%</td> </tr> <tr> <td>Third grade</td> <td>96.61%</td> <td>96.49%</td> <td>96.08%</td> </tr> <tr> <td>Fourth grade</td> <td>97.06%</td> <td>96.36%</td> <td>96.67%</td> </tr> </table> <p>Johnston Elementary School is a high poverty school in the Buncombe County School System with an average of 89.03%. Most of our families live in subsidized federal housing or live in Section 8 mobile home parks. Because most of our students live in rental housing, we have a very high transient population. In 2014-2015, we had twelve families who were identified as homeless. Johnston is a small but very diverse school, serving students from 14 different countries in 2014-2015. Students come from a variety of backgrounds and represent distinct cultural sensibilities. Spanish speaking population influences our cultural diversity and we continue to see a rise in students from Eastern European families. The Erwin community has maintained a strong hold in the areas of agriculture, construction, auto mechanics as well as many service industry businesses. Family owned farms, construction companies as well as small shops and family run restaurants are present within the community. The average income in 2005 was \$30,314 and in \$27,396 in 2013 (which is more than \$16,000 below the state average). 88.2 % of the population have a high school diploma or higher and 32.8% have a bachelor's degree or higher. In 2013 the unemployment rate for this community was 8.4%. During the 2014-2015 school year, there were 42 short-term suspensions with only 2 reportable acts. The number of short-term suspensions was up from 31 in the previous school year, however.</p> <p>According to 2014-2015 test data, Johnston Elementary students in Grades 3 through 4 scored below the Buncombe County average in both reading and math. In 2013-2014 the gap in reading performance was less significant. Johnston 4th grade students scored 42.9 % for grade level reading proficiency compared to the county average of 62.04%. Johnston's 3rd grade scored 53.4 % for grade level proficiency in</p>				Total Student Population	Total #	Kindergarten Students	68	1st Grade Students	75	2nd Grade Students	63	3rd Grade Students	54	4th Grade Students	56	Total Students	316	Overall Ethnicity:	2012-13	2013-14	2014-15	African American	17.27%	20.44%	19.87%	American Indian	0.61%	0.94%	0.95%	Asian	1.82%	1.26%	1.58%	Caucasian	42.73%	38.05%	35.33%	Hispanic	25.76%	26.10%	28.39%	Multi-Racial	8.79%	6.60%	5.99%	Pacific Islander	3.03%	6.60%	7.89%	Minority total	57.27%	61.95%	64.67%	Overall Attendance:	2012-13	2013-14	2014-15	Kindergarten	94.29%	93.90%	94.03%	First grade	95.71%	95.65%	94.74%	Second grade	95.45%	96.72%	95.08%	Third grade	96.61%	96.49%	96.08%	Fourth grade	97.06%	96.36%	96.67%
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reading compared to Buncombe County average of 66.12%. The 2014-2015 reading test data showed that 4th grade students achieved 32.8% grade level proficiency, which is down from the previous year. However, reading proficiency for 3rd graders increased in 2014-2015 to 54%. The Goal Summary Report shows that in both 3rd and 4th grades informational text was the largest percent of the test and was where we showed the lowest correct responses.

In 2013-2014, math proficiency was significantly lower than the county average with only 32.4% of 4th graders showing proficiency compared to 62.46% county average, and 32.8% of 3rd graders were proficient at Johnston compared to 65.51% of the county average for third grade. The math grade level proficiency in 2014-2015 for 4th grade dropped to 24.6%, but there was an increase in proficiency for 3rd graders to 46%. The Goal Summary Report shows that in 3rd grade we showed the lowest correct responses in Geometry, though it is only 11% of the test. However, in 4th grade 25% of the test is on Numbers and Operations in Base 10 and our students regressed (-17) in comparison to the state's percentage of correct responses.

The EVAAS Decision Dashboard indicated that despite low proficiency in Math, our 4th grade students grew an average of 2.2 in 2014-2015. However, there was a significant drop in Reading for the same group of students. Drilling down into the EVAAS School Diagnostic revealed that only the lowest performing students showed any positive growth in Reading.

Buncombe County Schools used the NC mClass instrument to measure reading levels in grades K-3. The BOY results for the 2014-2015 school year showed 42% proficiency. At the MOY, teachers assessed other students for testing validity, thus our scores showed a decrease to 31% proficiency. However, by the EOY period our proficiency had risen to 39%. Johnston's scores were compared to the overall Buncombe County data showing 55% at the BOY and 64% at the EOY. It is notable that our 3rd graders were 58% proficient on their EOY, just shy of the county's overall 63% for 3rd grade.

In analyzing the survey data from certified staff conducted yearly by Buncombe County Schools, it was noted that we made marked improvements in all areas from the previous survey conducted in 2013-2014. Certified staff satisfaction in being recognized for good work improved from 52% to 82%. Feelings of working in a safe school went from 86% to 100%. Principal communication efforts rose from 52% to 78%, while respect shown by principal grew from 74% to 91%. Because of the lower results on the 2013-2014 survey, many new strategies were put into place for the 2014-2015 school year that included emphasis on cultural change. Based on the Buncombe County Survey, it is obvious that the efforts to address teacher morale are moving in a positive direction and will continue this year.

TRC Data	BOY % Proficient	MOY % Proficient	EOY % Proficient
2012-2013			
Kindergarten	n/a	20	62
First Grade	n/a	49	54
Second Grade	n/a	26	62
Third Grade	n/a		
2013-2014			
Kindergarten	24	19	48
First Grade	59	59	63
Second Grade	42	45	64
Third Grade			
2014-2015			
Kindergarten	31	19	48
First Grade	51	41	23
Second Grade	34	26	35
Third Grade			
2015-2016			
Kindergarten	45		
First Grade	54		
Second Grade	14		
Third Grade			

District Name:		School Name:	School Code:	Year:
Buncombe County Schools		Johnston Elementary School	372	2015-2016
Principal Name (or Designee)		Charlotte Hipps	Principal Name (or Designee) Email	charlotte.hipps@bcsemail.org
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	To demonstrate grade level proficiency in Math for all 3rd graders at 50.6%, which is an increase from 46% proficiency with the previous cohort as evident on the End of Grade test's in June 2016			
	SBE Goal Alignment:	Globally competitive students, 21st Century professionals, 21st Century Systems		
	LEA Goal Alignment:	All students will graduate as high-achieving and globally competitive learners with 21st century skills, Quality teachers, administrators and staff will provide an		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	-October 5, 2015- first 1/2 day PD was completed with 3rd grade, math coach and instructional coach. Focus was on unpacking 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and / or the relationship between addition and subtraction. --Weekly grade level PLC's -District PLC Leadership Training 7/22/15, 7/23/15, 9/21/15, 10/19/15 -Staff training through Lead & Learn 8/19/15 & 10/27/15 - PLC Leadership monitoring through Lead & Learn 9/23/15		
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	To increase grade level proficiency in Math for all 4th graders to 60% from their previous cohort proficiency of 46% as evidenced on End of Grade test's in June 2016			
	SBE Goal Alignment:	Globally competitive students, 21st Century professionals, 21st Century Systems		
	LEA Goal Alignment:	All students will graduate as high-achieving and globally competitive learners with 21st century skills, Quality teachers, administrators and staff will provide an		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	-October 5, 2015- first 1/2 day PD was completed with 4th grade, math coach and instructional coach. Focus was on 4.NBT.1-4. Teachers worked with the Standards using place value understanding and properties of operations to perform multi-digit arithmetic. - PLC Leadership monitoring through Lead & Learn 9/23/15 -All staff PLC training August 17, 2015 and October 27, 2015		
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	To increase the Grade Level Proficiency in Reading of 3rd graders from 15% (Beginning of Grade test) to 50% (End of Grade test) and the Grade Level Proficiency in Reading of 4th graders from 54% (3rd grade End of Grade test) to 68% (4th grade End of Grade test) as evidenced on End of Grade test's in June 2016. (This goal will measure the growth of the individual cohorts, rather than grade level proficiency from year to year.)			
	SBE Goal Alignment:	Globally competitive students, 21st Century professionals, 21st Century Systems		
	LEA Goal Alignment:	All students will graduate as high-achieving and globally competitive learners with 21st century skills, Quality teachers, administrators and staff will provide an		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	-Students will be progress monitored using DIBELS DAZE printed materials or mCLASS at the following rate: *Students at benchmark = once per grading period *Students below benchmark = every 20 day *Students well below benchmark = every 10 days -Learning targets will be evident during daily principal walk throughs - Principal will converse with students to check for learning target understanding		

District Name:		School Name:		School Code:		Year:		
Buncombe County Schools		Johnston Elementary School		372		2015-2016		
GOAL #1:		To demonstrate grade level proficiency in Math for all 3rd graders at 50.6%, which is an increase from 46% proficiency with the previous cohort as evident on the End of Grade test's in June 2016						
Strategy #1: Describe the strategy that will support this goal		JES 3rd teachers will work in collaboration with the instructional coach, math coach and district math specialist to increase understanding and knowledge of the required depth of the standards of the major work of the grade level.						
Progress:		Progress Monitoring Status:		October 5, 2015- first 1/2 day Professional Development was completed with 3rd grade, math coach and instructional coach. Focus was on unpacking 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and / or the relationship between addition and subtraction. School Improvement Team will determine if revisions to this plan or timeline need to be made in November 2015 and March 2016. School Improvement Team will complete mid-year reflections by March 2016. Central Office staff will conduct progress checks in December 2015 and April 2016.				
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		Teachers will meet for a 1/2 day planning focused on the standards and curriculum prior to the start of every major unit of study. This will occur at minimum of three times per year under the direction of the Math Curriculum Coach.						
		Evidence: (Identify documents and artifacts)		agenda from each 1/2 day Professional Development -sign-in from each 1/2 day Professional Development -artifacts from work completed during Professional Development -Learning targets posted in each classroom for each lesson -Data walls and student data notebooks created to track progress toward mastering standards - individual feedback after walk through - pre and post assessment data - evidences of improvement in data from previous year data on same assessment				
				Person(s) Responsible:		Principal, 3rd Grade Teachers, Math Coach, Math Specialist, Instructional Coach,		
				Timeline:		October 2015, January 2016, April 2016		
				Budget Amount: (if applicable)		\$120 (subs) for each 1/2 day of standards	Budget Source: (if applicable)	Title 1 Professional Development funds
				Strategy #2: Describe the strategy that will support this goal		Each 3rd grade teacher will participate in the Number Talks Professional Development and implement Number Talks in their classroom routines at least twice a week to emphasize the importance of a strong numeracy background.		
Progress:		Progress Monitoring Status:		School Improvement Team will determine if revisions to this plan or timeline need to be made in November 2015 and March 2016. School Improvement Team will complete mid-year reflections by March 2016. Central Office staff will conduct progress checks in December 2015 and April 2016.				
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		District math coach shared the book, <u>Number Talks: Helping Children Build Mental Math and Computation Strategies, Grades K-5</u> . Teachers are reading the text and adding Number Talks into their daily routines.						
		Evidence: (Identify documents and artifacts)		-3rd grade teachers trained in Number Talks on November 3, 2015 (agenda and sign in)				
		Person(s) Responsible:		Principal, 3rd Grade Teachers, Math Coach, Math Specialist, Instructional Coach				
		Timeline:		November 2015 through June 2015				
		Budget Amount: (if applicable)		N/A		Budget Source: (if applicable)		N/A
Strategy #3: Describe the strategy that will support this goal		3rd grade teachers will give students the county-provided common assessment at the end of each instructional unit , score according to the rubric and enter results on a spreadsheet during a Professional Learning Community meeting. Grade level Professional Learning Communitys will meet reguarly in collaboration with the math and/or instructional coach to evaluate data and progress towards the major work of the grade standards.						

Progress:	Progress Monitoring Status:	Weekly grade level Professional Learning Community's -District Professional Learning Community Leadership Training 7/22/15, 7/23/15, 9/21/15, 10/19/15 -Staff training through Lead & Learn 8/19/15 & 10/27/15 - Professional Learning Community Leadership monitoring through Lead & Learn 9/23/15 School Improvement Team will determine if revisions to this plan or timeline need to be made in November 2015 and March 2016. School Improvement Team will complete mid-year reflections by March 2016. Central Office staff will conduct progress checks in December 2015 and April 2016 using county Math data spreadsheet and mClass assessment data		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Teachers will give common assessments to students, score commonly and group students for enrichment and remediation during daily 1/2 hour intervention block, Teachers will meet weekly as a Professional Learning Community to evaluate data, Teachers will meet montly with Principal to discuss students who are 'just below' grade level</i>			
	Evidence: (Identify documents and artifacts)	-Minutes from weekly grade level Professional Learning Community's -Data collected in 5 step process taught by Lead & Learn -Minutes from monthly data meeting with Principal -Photos of data wall -Students are identified for intervention and regrouped at least twice a month -Increase math intervention to 30 min daily (reflected in schedule) - Parent workshops offerered throughout year (agenda) - Parent introduction to BCS Math webSchool Improvement Teame		
	Person(s) Responsible:	Principal, 3rd Grade Teachers, Math coach, Instructional coach, Lead & Learn consultant		
	Timeline:	Professional Learning Community Leadership training through Buncombe County: 7/22/15, 7/23/15, 9/21/15, 10/19/15, 11/16/15, 2/8/16, 3/14/16, 4/11/16 Professional Learning Community Leadership monitoring through Lead & Learn: 9/23/15, 11/16/15, 12/4/15, 1/25/16, 3/17/16, 5/16/16 All staff Professional Learning Community training: 8/19/15 and 10/27/15		
	Budge Amount: (if applicable)	\$40,000 (Lead & Learn)	Budget Source: (if applicable)	Title 1

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District Name:		School Name:		School Code:		Year:	
Buncombe County Schools		Johnston Elementary School		372		2015-2016	
GOAL #2:		To increase grade level proficiency in Math for all 4th graders to 60% from their previous cohort proficiency of 46% as evidenced on End of Grade test's in June 2016					
Strategy #1: Describe the strategy that will support this goal		JES 4th teachers will work in collaboration with the instructional coach, math coach and district math specialist to increase understanding and knowledge of the required depth of the standards of the major work of the grade level.					
Progress:		Progress Monitoring Status:		October 5, 2015- first 1/2 day Professional Development was completed with 4th grade, math coach and instructional coach. Focus was on 4.NBT.1-4. Teachers worked with the Standards using place value understanding and properties of operations to perform multi-digit arithmetic. School Improvement Team will determine if revisions to this plan or timeline need to be made in November 2015 and March 2016. School Improvement Team will complete mid-year reflections by March 2016. Central Office staff will conduct progress checks in December 2015 and April 2016 using the county Math spreadsheet and mClass assessment data			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		Teachers will meet for a 1/2 day planning focused on the standards and curriculum prior to the start of every major unit of study. This will occur at minimum of three times per year under the direction of the Math Curriculum Coach.					
		Evidence: (Identify documents and artifacts)		agenda from each 1/2 day Professional Development -sign-in from each 1/2 day Professional Development -artifacts from work completed during Professional Development -Learning targets posted in each classroom for each lesson -Data walls and student data notebooks created to track progress toward mastering standards - individual feedback after walk through - pre and post assessment data - evidences of improvement in data from previous year data on same assessment - analyze individual Teacher Effectiveness in EVAAS - conduct data meetings analyzing End of Grade Goal Summary			
		Person(s) Responsible:		Principal, 4th Grade Teachers, Math Coach, Math Specialist, Instructional Coach			
		Timeline:		October 2015, January 2016, April 2016			
		Budge Amount: (if applicable)		\$120 (subs) for each 1/2 day of standards		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that		Each 4th grade teacher will participate in the Number Talks book talk and implement Number Talks in their classroom routines at least twice a week to emphasize the importance of a strong numeracy background.					
Progress:		Progress Monitoring Status:		School Improvement Team will determine if revisions to this plan or timeline need to be made in November 2015 and March 2016. School Improvement Team will complete mid-year reflections by March 2016. Central Office staff will conduct progress checks in December 2015 and April 2016			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		District math coach shared the book, <u>Making Number Talks Matter</u> . Teachers are reading the text and adding Number Talks into their daily routines.					
		Evidence: (Identify documents and artifacts)		-4th grade teachers trained in Number Talks on November 3, 2015 and throughout school year 1CEU (agenda and sign in) -Number Talks lessons modeled by Math and Instructional Coach (video tape) -Model lessons videotaped for other teachers to reference -4th grade teachers debriefing and sharing number talk strategies that the students have shared during Professional Learning Community (Professional Learning Community agenda and notes) -SMART Board Number Talk sequence of lessons developed and shared by 4th			
		Person(s) Responsible:		Principal, 4th Grade Teachers, Math Coach, Math Specialist, Instructional Coach			
		Timeline:		November 2015 through June 2015			

	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	N/A
Strategy #3: Describe the strategy that will support this goal	<i>4th grade teachers will give students the county-provided common assessment at the end of each instructional unit , score according to the rubric and enter results on a spreadsheet during a Professional Learning Community meeting. Grade level Professional Learning Communitys will meet regularly in collaboration with the math and/or instructional coach to evaluate data and progress towards the major work of the grade standards.</i>			
Progress:	Progress Monitoring Status:	Professional Learning Community Leadership monitoring through Lead & Learn 9/23/15 -All staff Professional Learning Community training August 17, 2015 and October 27, 2015 School Improvement Team will determine if revisions to this plan or timeline need to be made in November 2015 and March 2016. School Improvement Team will complete mid-year reflections by March 2016. Central Office staff will conduct progress checks in December 2015 and April 2016		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Teachers will give common assessments to students, score commonly and group students for enrichment and remediation during daily 1/2 hour intervention block. Teachers will meet weekly as a Professional Learning Community to evaluate data. Teachers will meet monthly with Principal to discuss students who are 'just below' grade level</i>			
	Evidence: (Identify documents and artifacts)	-Minutes from weekly grade level Professional Learning Community's -Data collected in 5 step process taught by Lead & Learn -Minutes from monthly data meeting with Principal -Photos of data wall -Students are identified for intervention and regrouped at least twice a month -Increase math intervention to 30 min daily (reflected in schedule) - Parent workshops offerered throughout year (agenda) - Parent introduction to BCS Math webSchool Improvement Teame		
	Person(s) Responsible:	Principal, 4th Grade Teachers, Math coach, Instructional coach, Lead & Learn consultant		
	Timeline:	Professional Learning Community Leadership training through Buncombe County: 7/22/15, 7/23/15, 9/21/15, 10/19/15, 11/16/15, 2/8/16, 3/14/16, 4/11/16 Professional Learning Community Leadership monitoring through Lead & Learn: 9/23/15, 11/16/15, 12/4/15, 1/25/16, 3/17/16, 5/16/16 All staff Professional Learning Community training: 8/19/15 and 10/27/15		
	Budge Amount: (if applicable)	\$40,000 (Lead & Learn)	Budget Source: (if applicable)	Title 1

District Name:	School Name:	School Code:	Year:
Buncombe County Schools	Johnston Elementary School	372	2015-2016
GOAL #3:	To increase the Grade Level Proficiency in Reading of 3rd graders from 15% (Beginning of Grade test) to 50% (End of Grade test) and the Grade Level Proficiency in Reading of 4th graders from 54% (3rd grade End of Grade test) to 68% (4th grade End of Grade test) as evidenced on End of Grade test's in June 2016. (This goal will measure the growth of the individual cohorts, rather than grade level proficiency from year to year.)		
Strategy #1: Describe the strategy that	Increase student time spent on writing informational text across the curriculum.		
Progress:	Progress Monitoring Status:	School Improvement Team will determine if revisions to this plan or timeline need to be made in November 2015 and March 2016. School Improvement Team will complete mid-year reflections by March 2016. Central Office staff will conduct progress checks in December 2015 and April 2016 using county Math assessment data and mClass assessment data.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Use exemplars of proficient writing and specific writing rubrics to have students compare and contrast their own work to increase writing skills and vocabulary usage.		
	Evidence: (Identify documents and artifacts)	-Writing workshops conducted by Title 1 with agenda -sign in sheet from each Writing workshop	
	Person(s) Responsible:	Principal, 3rd and 4th grade teachers, Title 1 Lead teachers, Instructional Coach	
	Timeline:	November 2015 through May 2016	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	Text reading comprehension progress monitoring system for 4th grade using DIBELS DAZE printed materials. DAZE assesses the ability to construct meaning from text using: -word-recognition skills -background information and prior knowledge, familiarity with syntax and morphology and cause-and-effect reasoning skills		
Progress:	Progress Monitoring Status:	Students will be progress monitored using DIBELS DAZE printed materials or mCLASS at the following rate: - Students at benchmark = once per grading period - Students below benchmark = every 20 day - Students well below benchmark = every 10 days	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	4th grade teachers will differentiate reading instruction based on DAZE data during their uninterrupted 90-Minute Reading Block. Differentiation will be based on content, process and product.		
	Evidence: (Identify documents and artifacts)	-DAZE score on each student -Data collected electronically during progress monitoring -Data analyzed at Professional Learning Community's (Professional Learning Community minutes)	
	Person(s) Responsible:	Principal, 3rd grade teachers, 4th grade teachers, Instructional Coach	
	Timeline:	November 2015 - June 2016	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
Strategy #3: Describe the strategy that	Third and fourth grade teachers will generate standards based Learning Targets for each academic area to support student learning.		
Progress:	Progress Monitoring Status:	Learning targets will be evident during daily principal walk throughs Principal will converse with students to check for learning target understanding School Improvement Team will determine if revisions to this plan or timeline need to be made in November 2015 and March 2016. School Improvement Team will complete mid-year reflections by March 2016. Central Office staff will conduct progress checks in December 2015 and April 2016	

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Teachers will create Learning Targets that are student-friendly descriptions of what they intend students to learn or accomplish in a given lesson. When shared meaningfully, they become actual targets that students can see and direct their efforts toward. They also serve as targets for the teachers whose responsibility it is to plan, monitor, assess, and improve the quality of learning opportunities to raise the achievement of all students.</i>		
	Evidence: (Identify documents and artifacts)	- Targets clearly posted in rooms - Professional Learning Community minutes to show that teachers worked collaboratively to generating specific learning targets - Professional development provided by district math and literacy specialists on November 19, 2015	
	Person(s) Responsible:	Principal, all classroom teachers, District Math and Literacy Specialists	
	Timeline:	November 2015 - June 2016	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable) N/A

